

2016 Tennessee Educator Survey
Professional Learning Administrator Module

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey¹. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Professional Learning Administrator Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



¹ Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

Tennessee Educator Survey: Administrator Survey Modules

Administrator Module P: Professional Learning

Please note: The term “professional learning” is defined as all activities with a primary purpose of furthering the knowledge, skills, competencies and/or practices of current teachers. This includes individual and group activities, activities that happen inside and outside of school, and activities that are required and not. This does not include any formal education you completed prior to becoming a teacher, but does include work toward a teaching-related degree, certification, or license that you pursue once you have become a teacher.²

For following questions, please think about your professional learning during the 2015-16 school year (including summer 2015).

1. Did teachers at your school use any of the following supports for professional learning?

Response options: Yes, half or more of teachers used this support; Yes, less than half of teachers used this support; No, no teachers used this support; No, this support is not available; I don't know if teachers used this support

- a. Release time from teaching (such as regular teaching responsibilities temporarily assigned to someone else)
- b. Scheduled time during the contract year for professional learning (in addition to state-required days)
- c. Stipend for professional learning activities that take place outside regular work hours
- d. Stipend for teachers working on providing professional learning for their colleagues
- e. Full or partial reimbursement of college tuition
- f. Coverage or reimbursement for conference or workshop fees
- g. Coverage or reimbursement for travel and/or daily expenses to attend conferences or workshops
- h. Release time to deliver professional learning at regional, state and national levels
- i. Personalized coaching support following professional learning
- j. Personalized mentoring support following professional learning
- k. Follow-up discussions during professional learning communities
- l. Administrator support and feedback following professional learning

² This definition and select survey questions were adapted from Bill and Melinda Gates Foundation iPD Quantitative Teacher Survey with permission from the Boston Consulting Group and the Bill & Melinda Gates Foundation.

- m. Online educator forums offered by or through my school or district to share experiences following professional learning
 - n. Other (please specify)
2. To what extent did each of the following factors influence your thinking and decisions about teachers' ongoing professional learning during the 2015-2016 school year (including summer 2015)?

Response options: Not At All, To A Small Extent, To A Moderate Extent, To A Large Extent

- a. Formal observations of classroom practice (i.e., those that are logged in the evaluation system)
 - b. Informal observations of classroom practice (e.g., formative walkthroughs)
 - c. Student assessment data
 - d. TVAAS
 - e. Overall teacher effectiveness ratings
 - f. Conversations with or input from my teachers
 - g. Input from students
 - h. Input from parents
 - i. Input from teacher leaders, mentors, or coaches
 - j. Input from other school administrators
 - k. Input from district staff
 - l. Input from TDOE staff, including regional CORE office staff
3. Please indicate the extent to which you agree or disagree with the following statements regarding ongoing professional learning in which your teachers participated during the 2015-2016 school year (including summer 2015).

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Improved teacher content knowledge and academic subjects they teach	1	2	3	4
b. Advanced teacher understanding of effective instructional strategies	1	2	3	4
c. Had a positive and lasting impact on teacher classroom instruction	1	2	3	4
d. Helped teachers improve in their teaching toward the current Tennessee State Standards	1	2	3	4
e. Helped teachers improve in the areas of need as indicated by their formal teacher evaluation process	1	2	3	4
f. Were well-aligned with the Tennessee State Standards and/or the curriculum based on these standards	1	2	3	4

g. Were designed to address needs revealed by the analysis of student performance on assessments	1	2	3	4
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4. During the 2015-2016 school year (including summer 2015), how often did the following occur when teachers collaborated with other teachers at your school?

Response Options: Never, About Once a Semester, About Once a Month, Two or Three Times a Month, About Once a Week, More than Once a Week

- a. Administrators provided teachers with expertise and guidance for collaborating with peers
 - b. Administrators provided teachers with materials, tools, or equipment that helped them collaborate with peers more effectively
 - c. Administrators participated with teachers in collaboration meetings or activities
 - d. Administrators organized and led collaboration meetings or activities for teachers.
5. We are interested in your assessment of the resources teachers in your school had for collaborating with colleagues during the 2015-2016 school year (including summer 2015). How would you rate the adequacy of each of the following resources?

Response options: Not enough, Minimal, Some, Adequate

- a. Common time for collaboration among teachers during the school day
 - b. Paid time for collaboration among teachers outside of the school day
 - c. Resources and materials provided to teachers for collaboration
 - d. Staff expertise available to teachers for collaboration (e.g., instructional coaches)
 - e. Administrative support provided to teachers for collaboration
6. How successful do you feel your district was in engaging in the following with teachers during the 2015-2016 school year (including summer 2015)?

Response options: Unsuccessful, Somewhat Unsuccessful, Somewhat Successful, Successful

- a. Identifying the professional learning activity needs of individual teachers
- b. Identifying the professional learning activity needs of school staff as a whole

- c. Ensuring that teachers receive support for the Tennessee State Standards they have not yet mastered
7. After participating in each of the professional learning activities listed below, which follow-up activities regularly occur for teachers in your school?

Response options: Never, Some of the time, Most of the time, All of the time

- a. My school provides an opportunity for them to share what they learned with other teachers.
 - b. My school leaders assess the impact of the professional learning activity on teachers' instructional practice.
 - c. My school provides feedback to individuals who presented or sponsored the professional learning activity.
8. During the 2015-2016 school year (including summer 2015), how often did your district engage in the following activities to evaluate the quality of the professional learning in which your teachers participated?

Response options: Never, Rarely, Sometimes, Frequently, Do Not Know

- a. Solicited feedback from teachers on the professional learning activities
- b. Solicited feedback from administrators on the professional learning activities
- c. Examined whether professional learning correlated to gains in student achievement
- d. Examined attendance/participation logs for professional learning activities
- e. Observed teachers' classroom practices
- f. Other (please specify)